

Update to Content Not Reviewed by SRP

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2024

Publisher: Studies Weekly, Inc.

Subject Area/Course: Science, Kindergarten

Adopted Program Information

Title: Texas Science Studies Weekly: Kindergarten

ISBN: 9781649783752-MP1

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN: N/A

Adopted Component Information

Title: Texas Science Studies Weekly: Kindergarten Student Edition with Online Access

ISBN: 9781649783752-SE1

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN: N/A

Publisher's overall rationale for this update

There's only one item identified below.

Publisher's overall description of the change

There's only one item identified below.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: online.studiesweekly.com/login

Currently Adopted Content Username: TXSNadoption

Currently Adopted Content Password: Demo2023

Proposed Updated Content URL: Direct links to the resources are provided below.

Proposed Updated Content Username: none required

Proposed Updated Content Password: none required

Update to Content Not Reviewed by SRP

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlink to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Description of the specific location and hyperlink to the exact location of the currently adopted content.

This resource can be found online in Unit 3, Week 7, Activity 1, Student View.
<https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/units/1581/week/16059/articles/90059>

Description of the specific location and hyperlink to the exact location of the proposed updated content.

Same as above.

Publisher's rationale for this change if different from overall rationale.

Editorial correction needed for the video title

Publisher's description of this change if different from overall description.

The engineering design scenario title at the beginning of the video says "Phenomenon Video." It will be corrected to read "Engineering Design Scenario." The title change is necessary to match the type of unit.

Screenshot of Currently Adopted Content

The screenshot shows the 'Activity 1: Miguel's Train Trouble' page on the Studies Weekly website. The page features a navigation menu on the left with options for 'Account', 'Classes', and 'Training & Resources'. The main content area includes a 'Navigation' section with a list of activities: 'Activity 1: Miguel's Train Trouble' (marked with a green checkmark), 'Activity 2: Magnetic Research', 'Activity 3: Investigate Magnet Pulls', and 'Article 4: Investigate Magnet Pushes'. The 'Student View' tab is selected, and the video player displays 'Miguel's Train Trouble: Phenomenon Video'. Below the video player, there is an 'Article Rating' section with five stars and a submission time of '04-11-2023 at 02:29 pm'. The score is '0.00/2.00' and a message states 'Some questions still need to be graded'. A note at the bottom indicates 'This question has not yet been graded by a teacher.'

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Screenshot of Proposed Updated Content

Viewing Location of updated video:

https://cdn.studiesweekly.com/online/resources/pod_media/SCI_EX00_UN03_MiguelsTrainTrouble-Phenomenon-TX.mp4

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

X Clayton Chamberlain

Date Submitted: March 11, 2024

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Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN: N/A

Adopted Component Information

Title: Texas Science Studies Weekly: Kindergarten Teacher Edition

ISBN: 9781649783745-TE1

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN: N/A

Publisher's overall rationale for this update

The rationale for the updates fall into three categories, new materials to improve the curriculum, corrections to materials that are not TEKS-bearing, and the addition of missing materials referenced in the curriculum that are also not TEKS-bearing.

Publisher's overall description of the change

The items that are included in this request for update to content not reviewed by the SRP include:

1. New materials
 - a. Topic Information Background Podcasts transcript PDF
 - b. Summary Videos
 - c. Printable materials
2. Corrections to materials
 - a. Updated Teacher Editions
 - b. Various activity instruction pages
3. Addition of missing materials

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Proposed Updated Content URL: Direct links to the resources are provided below.

Proposed Updated Content Username: none required

Proposed Updated Content Password: only required for assessment documents, SWteacher!

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Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.

This resource will be found online in the Teacher Resources of each unit, except unit 1. Proposed location by unit.

Unit 2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1578

3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1581

4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1594

5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1641

6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1677

7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1678

8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1679

9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1680

10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1681

11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1682

12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1704

13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1705

14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1737

15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1733

16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1735

17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1735

Update to Content Not Reviewed by SRP

8dc1193cd594/publications/457/teacher-resources?unit_id=1736

Publisher's rationale for this change if different from overall rationale.

Providing a Topic Background Information Podcast transcript will improve teacher access.

Publisher's description of this change if different from overall description.

The Topic Background Information Podcast provides teachers with background information about the science concepts covered in the unit. A PDF document of the podcast improves access.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

Unit 2:



Teacher Background Information Podcast

Kindergarten: Properties Matter

Welcome to the teacher background podcast for Unit 2! You will learn what students are expected to know and understand as they explore the physical properties of objects.

All around us are objects. There are many ways that objects vary. For instance, objects differ in how they look and feel. Students enjoy studying the different objects around them. That makes observable physical properties an exciting topic!

Prior to this unit, students know that objects are the things around them. Students can identify different shapes and different colors.

In kindergarten, students will identify and record observable physical properties of objects. Physical properties can be seen and felt. In this unit, students will focus on the following physical properties: shape, color, texture, and material.

Objects can be a variety of shapes. Common shapes include but are not limited to circles, triangles, rectangles, squares, and ovals. For example, a student in kindergarten may record that a book is rectangular in shape.

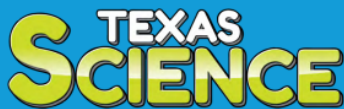
There are many colors, and students often refer to the colors of the rainbow: red, orange, yellow, green, blue, and purple. Other common colors include pink, brown, black, white, and gray. It's important to remember that colors can have different shades but are still in the same color group. For instance, a tennis ball might be bright yellow, while a lemon is a darker yellow. However, both the tennis ball and the lemon are classified as yellow.

An object's texture is how the object feels when you touch it. Common textures are bumpy, smooth, soft, and hard. Consider feeling a sidewalk. The sidewalk's texture is bumpy. Now, consider feeling glass. The glass's texture is smooth.

Materials are used to make objects. Fabric, paper, and plastic are types of materials. Can you think of any other materials? Take a look at the objects around you. Wood, glass, and metal are commonly used materials as well. For example, many water bottles are made of the same material: plastic.

Also, in this unit, students will generate ways to classify objects. For instance, they might group together a pillow, a cotton ball, and a sponge because the three objects all have a soft texture.

A common misconception among students is that an object can only have one physical property. When students group objects, they usually focus on a single physical property that the objects have in common. This can cause the incorrect belief that objects only have one physical property. This unit should clarify that misconception because students are expected to record multiple physical properties.



Kindergarten: Engineering Design: Miguel's Train Trouble

Welcome to the teacher background podcast for Unit 3! You will learn what students are expected to know and understand as they explore pushes and pulls.

Pushes and pulls are forces. These forces are all around us! Pushes and pulls make things move. A push moves an object away from you, whereas a pull moves an object toward you. You can push a friend on a swing, and you can push buttons. You can pull tissues out of a box, and you can pull a door closed. There are many real-world examples to engage students!

Surprisingly, we can use tools to help us push and pull objects. Magnets are an interesting tool that can push and pull. When students think of magnets, they often think of the magnets used to attach things to a refrigerator or whiteboard. However, there are many types of magnets and different things that magnets can do.

In kindergarten, students will describe and predict how a magnet interacts with various materials and how magnets are used to push or pull.

A magnet is a piece of metal or rock that pulls magnetic materials toward it. Many, but not all, metals are magnetic. Iron, nickel, and steel are examples of magnetic metals. Many everyday objects are made from these materials. For instance, paper clips are often made of steel, which makes them magnetic.

Interestingly, a magnet can pull a magnetic material toward it without touching it. Then, the material appears to stick to the magnet. This is because the magnet continues to pull on the material.

Magnets are also able to interact with other magnets. Sometimes, a magnet will pull another magnet toward it. Then, the two magnets appear to stick together because of the continuous pull. However, at other times, the magnet pushes the other magnet away from it.

A common misconception among students is that all metals, or silver-colored materials, are magnetic and can be pulled by a magnet. Students notice that many metals are magnetic, which causes the incorrect assumption that all metals are magnetic. As students explore magnets interacting with materials, they'll realize that magnets do not push or pull every type of metal.

Unit 4:



Teacher Background Information Podcast

Kindergarten: Exploring Natural Bridge Caverns

Welcome to the teacher background podcast for Unit 4! You will learn what students are expected to know and understand as they explore light energy.

All around us are clues that energy is present. We can see and feel signs of energy. Humans use light energy every day. Light energy is a type of energy that allows humans to see.

In kindergarten, students will communicate that objects can only be seen when a light source is present. People rely on light sources to provide us with light energy. Commonly used light sources are the sun, electric light bulbs, and fire. Can you think of anything else that provides light? Flashlights, lightning, and stars are light sources, too!

When light sources such as these are present, people can see their surroundings. This is important when navigating the inside of a building in the dark or when driving at nighttime. People utilize light sources to see the objects that are necessary to use each day. For instance, people use electricity and light bulbs to light their homes when it's dark. This allows them to do things long after the sun has gone down and the natural light is gone. People are able to continue to cook food, clean, read books, and get ready for bed. Without sufficient light sources, people would be unable to see effectively.

In this kindergarten unit, students will also compare the effects of different amounts of light on the appearance of objects. Both natural light sources, like the sun, and human-made light sources, like flashlights, can vary in the amount of light they provide. They can provide a large amount of light or very little light. We usually describe the amount of light using words like "bright" and "dim." A large amount of bright light allows people to see the details and colors of an object. If the light is dim, people see less detail. The object appears darker and shadowed.

Let's consider turning on a lamp in the middle of a dark room. When the lamp's light is bright, you can sufficiently read the words in books. You can see the details and colors of items like the couch and blankets. Now, if you dim the lamp's light, you'll notice the objects' appearances change. It may be difficult to read the words in your book because the book becomes shadowed. Everything around the room, like the couch and blankets, may appear darker in color.

A common misconception among students is that the light source makes the object brighter or increases the brightness of the object's colors. While bright light sources can help us see more color and detail, they do not literally increase the object's brightness.

Unit 5:



Teacher Background Information Podcast

Kindergarten: Engineering Design: Save the Puppet Show

Welcome to the teacher background podcast for Unit 5! You will learn what students are expected to know and understand as they explore light energy.

All around us are clues that energy is present. We can see and feel signs of energy. Humans use light energy every day. Light energy is a type of energy that allows us to see.

Prior to this unit, students communicated that objects can only be seen when a light source is present. People rely on light sources to provide us with light energy. The sun, electric light bulbs, and fire are all great examples. When light sources such as these are present, people can see their surroundings. They can see the objects that they need and use each day. Also, students compared the effects of different amounts of light on the appearance of objects. A large amount of bright light allows people to see the details and colors of an object. If the light is dim, people see less detail. The object appears darker and shadowed.

In this kindergarten unit, students will demonstrate and explain that light travels through some objects but is blocked by other objects. Light travels through clear objects, also known as transparent or see-through objects. You know an object is transparent if you are able to see through it, like a glass window. Clear objects allow light to go right through them without changing the light's path. For example, a drinking glass is clear. If you shine a flashlight on a drinking glass, you can see the light from the flashlight travel right through the glass.

Some objects do not allow light to travel through them. These are called opaque objects. Opaque objects are not clear; therefore, they block the light from the light source. For instance, a book is not clear, so it prevents light from traveling through it. If you were to shine a flashlight on one side of a book, you would not see light on the other side. Instead, you would see a shadow! When an object blocks light, it casts a shadow. A shadow is a dark shape created when something blocks light. This unit also explores materials that light only partially travels through.

Imagine shining a flashlight through a window. You'll see the light go through the window and shine outside. Now, imagine shining the flashlight on your hand. Your hand blocks the light and casts shadows on the wall.

A common misconception among students is that light forces shadows out of objects. Students may assume objects have shadows inside of them and that a light source causes the shadow to come out. This unit clarifies this misconception because students explore how some objects block light and cast a shadow.

Unit 6:



Teacher Background Information Podcast

Kindergarten: I Spy in the Sky

Welcome to the teacher background podcast for Unit 6! You will learn what students are expected to know and understand as they explore Earth and space.

Humans live their lives by the day and night cycle. When the sun rises, we usually start our days. We wake up and go to school. When the sun sets, our days come to an end. We settle into bed to sleep at night. These real-world connections engage students. Because day and night are such integral parts of our everyday lives, students love exploring the patterns and characteristics of the day and night.

In kindergarten, students will identify, describe, and predict the patterns of day and night and their observable characteristics. Day and night happen every 24 hours, and they follow a similar pattern. Patterns are things that repeat. The sun rises in one part of the sky, causing daytime. Throughout the day, the sun moves across the sky, then sets on the other side. The moon generally rises on the same side of the sky where the sun rises. Sometimes, the moon looks different. Its size and shape seems to change. Even though the moon's appearance changes, it continues to move in the same direction throughout the sky. Eventually, the moon sets on the other side of the sky. This sun-and-moon pattern repeats daily, and it causes a pattern of day and night. Even though this isn't the focus of Kindergarten instruction, you need to know that even though it looks like the sun is moving around the Earth it isn't. Because of the earth's rotation, it's the Earth that is really moving, not the sun. The sun is considered fixed in space.

Students will identify the observable characteristics of daytime. The sun shines brightly in the sky, and it is light outside. Often, people and animals are awake and moving during the day. For example, animals like birds and squirrels are active when it's daytime. Plants do most of their growing during the daytime, as well. You'll often see flowers opening wide and their stems and leaves reaching toward the sun. During the day, you can easily see the clouds in the sky, as well as other objects.

Similarly, kindergarten students identify observable characteristics of nighttime. During the night, the sky is dark in appearance. The moon is often in the sky, and many stars are visible when the sky is clear. Most people and animals sleep, although some nocturnal animals are awake. Owls, bats, foxes, and fireflies are examples of nocturnal animals.

A common misconception among students is that the moon covers the sun during the nighttime, and the sun covers the moon during the daytime. They assume that one object is in front of the other object, which is why we have day or night. This unit clarifies this misconception because students will notice the pattern of daytime and nighttime, which includes the movement of the sun and moon across the sky.

Unit 7:



Teacher Background Information Podcast

Kindergarten: Look Up at the Sky

Welcome to the teacher background podcast for Unit 7! You will learn what students are expected to know and understand as they explore Earth and space.

Space tends to have a certain air of mystery around it. Students can identify that there are large objects in Earth's sky and that these objects are constantly moving and changing. These objects are called the sun and the moon. Students are eager to discover more about the sun, moon, and space, making this an exciting topic!

Prior to this unit, students in kindergarten learned the patterns of day and night and their observable characteristics. Day and night happen every day, and they follow the same pattern. The sun and moon rise in one part of the sky. Then, they move across the sky and set on the other side. This pattern repeats daily. Students identified characteristics of daytime. The sun shines, and it is light out. Often, people and animals are awake during the day, and it is the time plants do most of their growing. You can easily see the clouds in the sky during the day. Similarly, kindergarten students identified characteristics of nighttime. During the night, the sky is dark in appearance, and the moon and stars are visible. Many people and animals sleep, although some nocturnal animals are awake.

In this Kindergarten unit, students will observe, describe, and illustrate the sun, moon, stars, and objects in the sky, such as clouds.

The sun is very bright! It is so bright, in fact, that we cannot look directly at the sun. If we were in space, the sun would look white. Here on Earth, we see it as yellow and orange. The sun is round and moves throughout Earth's sky during the day. This creates the misconception that the sun moves, not the Earth.

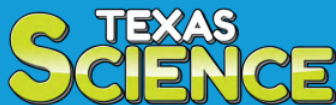
During the day, people are able to see other objects in the sky. Clouds are a common object that can be seen. Clouds vary in appearance. Clouds can appear white and puffy. Other times, they can appear thin and wispy. Sometimes, clouds appear to be dark gray. Rainbows are another object that can be seen during the daytime!

The moon is the bright object in the sky that people most often see at night. From Earth, the moon looks round. Depending on the night, the moon looks white, orange, red, or yellow. We can see shadows on the moon's surface, too.

Stars are other objects we are able to see at night. There are many stars in the sky. From Earth, stars appear white and round. They seem to twinkle in the sky.

A common misconception among students is that stars are shaped like the stars we draw, with five points. Surprisingly, however, stars are round. For your knowledge, stars are spherical balls of gas. This unit focuses on illustrating the appearance of the objects in the sky, and when students truly look at stars, they will see that stars do not have five points! In fact, the stars we see do look round.

Unit 8:



Teacher Background Information Podcast

Kindergarten: Rock On!

Welcome to the teacher background podcast for Unit 8! You will learn what students are expected to know and understand as they explore the observable properties of rocks.

Rocks are all around us. Rocks are around the school, in your backyard, along streams in the woods, and on the beach. Rocks are truly everywhere! There are many different types of rocks. That means rocks can look and feel very different.

In Kindergarten, students will describe and classify rocks by their observable properties. The observable physical properties that students study are size, shape, color, and texture.

Rocks vary in size. Students often use words like “small,” “medium,” and “large” to describe rocks’ sizes.

Rocks can be a variety of shapes. Common rock shapes include but are not limited to circles, triangles, rectangles, squares, and ovals. Students may also say a rock is round or pointy.

While there are many colors, rocks are most commonly brown, gray, black, red, green, and white. That does not mean that rocks can’t be other colors. There are orange, yellow, blue, pink, and purple rocks, too. It’s important to remember that colors can have different shades. One student may describe a rock as brown, whereas another student may describe the rock as light brown.

A rock’s texture is how it feels when you touch it. Common textures are bumpy, smooth, soft, and hard.

A rock can have more than one observable property. For example, a student in kindergarten may study a rock and describe it as small, shaped like a triangle, brown, and smooth.

As you can see, the rocks around us are very different! The next time you observe a rock outside, try to identify its four properties: size, shape, color, and texture.

A common misconception among students is that rocks can only have one observable property. For instance, if they describe a rock as large, they may not recognize that the rock has other properties, too. This unit clarifies this misconception because students are expected to describe four types of properties.

Unit 9:



Teacher Background Information Podcast

Kindergarten: Changing Weather

Welcome to the teacher background podcast for Unit 9! You will learn what students are expected to know and understand as they explore weather.

Weather is an engaging topic for students. The weather is what the air and sky are like outside at a given time. People discuss the weather every day — even kids! Much of our lives revolve around the weather. On the playground, you'll hear students discuss whether it's too hot or too cold. This is a real-world example of children identifying the weather and studying it.

In kindergarten, students will observe and describe weather changes from day to day. The weather can be hot, cold, sunny, cloudy, rainy, and snowy. The words "hot," "warm," "cool," and "cold" describe the temperature, which is what the air feels like that day. When the weather is sunny, the sun is up in the sky, and it's very bright outside. When the weather is cloudy, the sun can be hidden by clouds. Clouds vary in appearance. Sometimes clouds are white and puffy. Other times they are thin and wispy or big and gray. Rain and snow are both types of precipitation, meaning they are water falling from the clouds in the sky.

It's important to know that there can be a combination of weather. For instance, the weather can be cold and rainy, but it is also possible for the weather to be hot and rainy.

In this unit, kindergarteners will also describe weather changes over seasons. Many places on Earth have four seasons: winter, spring, summer, and fall. In many areas, the weather in the summer is hot and sunny. In the fall, the weather changes. The temperature becomes cooler. In the winter, the temperature is usually very cold. In some areas, it snows during the winter season. In the spring, the weather changes again. The temperature becomes warmer. Sometimes, it rains a lot in the spring. It is often windy, too.

A common misconception among students is that the weather can only be one thing: hot, cold, sunny, rainy, or snowy. However, weather can be a combination of things. The weather that day can be hot and sunny. It can be hot and rainy. It can be cold and sunny. This unit clarifies this misconception because students will study and describe weather changes from day to day and over seasons.

Unit 10:



Teacher Background Information Podcast

Kindergarten: Engineering Design: Aleki's Windy Solution

Welcome to the teacher background podcast for Unit 10! You will learn what students are expected to know and understand as they explore air and wind.

Breathe in. Now, breathe out. You're breathing air in and out. Take a big, deep breath in. You can feel the air fill your lungs. Air is one of the most important things living things need to survive. Air covers Earth. Air is inside, and it is outside. It is underground, and it's in the water. Air is everywhere!

In kindergarten, students will identify evidence that supports the idea that air is all around us. Air is invisible, so we are unable to see it. However, we are able to feel air when it is moving. If you spin around with your hands outstretched, you can feel the air moving through your fingers.

How do we know that air is there? Well, some things move through the air! Airplanes, birds, and balloons fly through the air. When children swing on the playground, they're swinging through the air.

Surprisingly, air is in water, too. When you see bubbles in water, that is evidence of air. The bubbles in water are air bubbles. Fish use the air in the water to survive. They need it to breathe. Therefore, fish living in water is evidence of air.

Also, kindergarteners will demonstrate that wind is moving air. Students will use items to help them understand this idea. Useful items include windsocks, pinwheels, and ribbons. When students go outside on a windy day, they can hold up one of the items, like a pinwheel. The pinwheel will start to move. Why is the pinwheel moving? The wind is blowing the pinwheel. This is evidence that wind is moving air.

Unit 11:



Teacher Background Information Podcast

Kindergarten: Rock, Water, and Soil Explorers

Welcome to the teacher background podcast for Unit 11! You will learn what students are expected to know and understand as they explore the importance of Earth materials in everyday life.

People need things from nature, such as rocks, soil, and water, in order to survive. Rocks, soil, and water are called natural resources. People use these natural resources every day. This topic, the use of Earth materials, is engaging for students. Kindergarteners are eager to learn how we use the resources around them.

In Kindergarten, students will observe and generate examples of practical uses for rocks, soil, and water.

Interestingly, people use rocks daily! Rocks are used in many of the buildings people live in and need. For instance, bricks are made from rocks, and bricks are a common building material. We use rocks inside of buildings too. Kitchen countertops are commonly made of rocks. Lastly, rocks are in the structures people use outside. For example, rocks are used to form sidewalks and roads.

Soil is all over Earth's surface. Soil is made of rock particles, water, air, and organic matter, which is what remains of dead plants and animals. Soil is essential for plants to grow effectively. People use soil in their gardens to grow fruits and vegetables. Therefore, soil helps people with one of their major food sources! Also, soil serves as the foundation for buildings and other structures that people use daily.

Water is another important resource. People need water to drink in order to stay hydrated and healthy. There are other practical uses for water, too. People use water to bathe and brush their teeth. Water is used when cooking and making different foods. For instance, you often use water to cook pasta or steam vegetables. Also, people need water to clean their homes, clothes, and more.

There are many ways students can observe examples of rocks, soil, and water being used. You're sure to find many with a quick walk around the classroom or school and an exploration outside.

A common misconception among students is that rocks are not important or helpful. Students are used to seeing rocks everywhere. People often remove rocks from their gardens and landscaping, making rocks seem unimportant. Students view rocks as simply existing and don't understand their purpose. This unit clarifies this misconception because students learn that rocks are actually used in many of our everyday items!

Unit 12:



Teacher Background Information Podcast

Kindergarten: Plant Needs

Welcome to the teacher background podcast for Unit 12! You will learn what students are expected to know and understand as they explore plants' dependencies on the environment.

Plants are all around us. There are many different types of plants. Trees, grass, and flowers are plants. Palm trees, cacti, and strawberry bushes are plants. Water lilies and orchids are plants, too! Even though there are many different types of plants, they have something in common: plants are dependent on things in their environment to survive.

In kindergarten, students will observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to live and grow.

Sunlight gives plants energy. Plants need this energy to make their own food. Plants use both air and sunlight when making their own food, which is necessary for growth. Without air and sunlight, plants would not survive.

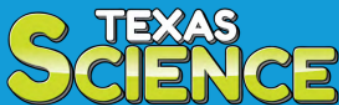
Plants are dependent on water. Plants use their roots to gather water from the soil. Plants drink the water and then use it to make their own food. Also, water helps plants by carrying the nutrients from each plant's roots to the rest of the plant. The plant then uses these nutrients for healthy growth.

Soil is incredibly important to plants. Soil is rich in nutrients. Plants live in soil, so the soil constantly provides nutrients to plants. These nutrients keep the plants healthy and help them grow. The plants use their roots to gather the nutrients, and then the nutrients move to the other parts of the plant.

There is another key component for growth that is often overlooked: plants need space to grow. If plants grow too close together, there won't be enough nutrients for all of them. Also, they may block the sunlight from one another. They need sufficient space to grow effectively.

A common misconception among students is that plants do not need air to survive. Students know that air is for breathing. However, since plants don't breathe in the same manner that humans do, they think plants do not need air. This is not the case. Plants do, in fact, take in air. Plants need air to survive.

Unit 13:



Teacher Background Information Podcast

Kindergarten: Animal Discovery

Welcome to the teacher background podcast for Unit 13! You will learn what students are expected to know and understand as they explore animals' dependencies.

Animals are all over Earth! Animals are all around us. There are many different species of animals. Dogs, birds, dolphins, and bumblebees are animals. Can you think of any more species of animals? Bats, squirrels, fish, and frogs are animals, too. Even though there are many different types of animals, they all have something in common. All animals are dependent on things in their environment to survive.

In kindergarten, students will observe and identify the dependence of animals on air, water, food, space, and shelter.

All animals need air. Animals need air to breathe. Without air, animals would not be able to survive.

Animals need water, too. Animals drink water, which helps them stay hydrated and healthy. Water also helps nutrients move throughout animals' bodies. For some animals, water is important in another way. These animals live in the water. Fish, dolphins, and whales are examples of animals that require water to live in.

Animals are dependent on food. Food gives animals energy. Food helps animals grow and stay healthy. Different animals eat different types of food. Some animals eat plants, some animals eat other animals, and some animals eat both plants and animals. Even though their food sources differ, the food source provides the animal with necessary energy.

Animals are dependent on space to live. They need enough space to share the water and food in an area with other animals. If too many animals live in one space, there won't be enough resources to support them all. They would not be able to survive.

Finally, a shelter serves as the animal's home. A shelter offers protection. A shelter is a place for animals to live, stay safe, reproduce, and nurture their own. Nests, hives, burrows, dens, and coral reefs are all types of animal shelters.

A common misconception among students is that animals are not dependent on space to live. It's an abstract concept for them to understand since space looks so large and limitless! To help clarify this misconception, have students imagine adding another class of students to their classroom. Or, what if every child in the school was in one classroom? Would there be enough space for everyone to learn and play? Would there be enough snacks for everyone? No. Space is important!

Unit 14:



Teacher Background Information Podcast

Kindergarten: Wonderful Plants

Welcome to the teacher background podcast for Unit 14! You will learn what students are expected to know and understand as they explore plants' structures.

If you look around, you'll see many types of plants! There are a variety of plants all over Earth. Even though these plants are different, they have similar structures. Students enjoy this topic. They're excited to explore the structures of the plants around them.

In kindergarten, students will identify the structures of plants. A plant's structures include its roots, stems, leaves, flowers, and fruits.

It's easy to identify a plant's roots. You'll see many thin, white or tan strands at the bottom of the plant. The roots extend from the bottom of the plant into the ground. The roots are buried in the soil.

The middle of the plant is called the stem. The stem is located above the ground. The stem supports the plant's leaves and flowers.

Leaves are an important plant structure. Leaves extend from the plant's stem. Usually, leaves are green and flat, although they can vary. Some plants have a lot of leaves, and some plants have very few leaves.

Flowers usually extend from the top of the plant's stem. Sometimes, there are many flowers on a plant. Other times, a plant produces only a single flower. The flower is the part of the plant that blossoms. Flowers can be many different shapes, sizes, and colors. If you look in the middle of the flower, you'll see that the flower contains pollen, which is often yellow.

The plant's fruits hold the seeds, which eventually become new plants. Fruits can be all different shapes, sizes, and colors. Peaches, strawberries, and avocados are all fruits, even though they look different. They all grow on plants and contain seeds. Can you think of any other fruits? Peppers, cucumbers, and blackberries are fruits, too!

A common misconception among students is that all plants only produce one flower and that this single flower is big and vibrant in color. They usually picture the flowers they purchase in stores or see in bouquets. This may make it difficult for students to identify a plant's flower if it does not look similar to the flowers they're familiar with.

Unit 15:



Teacher Background Information Podcast

Kindergarten: Amazing Animals

Welcome to the teacher background podcast for Unit 15! You will learn what students are expected to know and understand as they explore animals' structures.

Students love learning about different animals. Animals are all around us! Cats, sharks, snakes, and butterflies are all animals. Animals are incredibly unique in their appearances, but they all have something in common. All animals need structures to help them survive in their environments.

What is a structure? Point to your nose. Now, point to your eyes. Next, point to your ears. Those are structures! A structure is a part of an animal that helps the animal live.

In kindergarten, students will identify the different structures animals have that allow them to interact with their environment.

Eyes are an animal structure. An animal's eyes are located on the front or side of its head. Eyes help animals see and interact with their surroundings. For example, eyes help animals identify things like shelter and food, as well as trees, bodies of water, and other animals.

Animals have ears, which are a structure that help them hear the various sounds in their surroundings. The ears are usually located on the side or the top of the animal's head. Some ears are large and noticeable, like a rabbit's ears. Some ears are very small, like an otter's ears. Animals need their ears to hear other animals around them. Ears also allow animals to hear any changes in their environment, such as a storm.

A variety of structures help animals move. Some animals have legs, while other animals have wings, fins, flippers, tails, or arms. The structure an animal uses to move often depends on its environment. For instance, animals that live in water usually have fins or flippers to help them swim.

Unit 16:



Teacher Background Information Podcast

Kindergarten: Watch It Grow

Welcome to the teacher background podcast for Unit 16! You will learn what students are expected to know and understand as they explore plant life cycles.

All plants have life cycles. A life cycle shows the different stages of a living organism's life and how the organism grows. Students love studying the changes in the plants they see every day. This makes plant life cycles an exciting topic for young learners!

Prior to this unit, kindergarteners identified the structures of plants. A plant's structures include its roots, stems, leaves, flowers, and fruits. The roots extend from the bottom of the plant into the ground. The stem is in the middle of the plant and supports the plant's leaves and flowers. A plant's leaves are attached to the stem. Leaves are usually green and flat. The flower often extends from the top of the plant. The flower blooms and contains pollen. The flowers of plants differ in size, shape, color, and quantity. Finally, the plant's fruit holds the seeds, which eventually become new plants. Similar to flowers, the fruits of plants can vary in size, shape, color, and quantity.

In this unit, students will identify and record the changes in a simple plant life cycle. The different stages in a plant's life cycle include the changes from seed to seedling, to plant, flower, and fruit. Plants begin their life cycles as seeds. When a seed is planted in soil and given sunlight and water, it begins to grow. The seed grows into a seedling, which is a young plant. A seedling begins to grow more roots and a stem. The seedling continues to grow until it becomes a mature plant. The mature plant has roots, a stem, and leaves. The mature plant grows flowers. Then, the flowers eventually transform into fruit. Inside the fruit are seeds. The life cycle starts over with the new seeds.

A common misconception among students is that a mature plant turns back into a seed. A life cycle is commonly illustrated in a circle, with arrows connecting the different stages, and sometimes students misconstrue this image. They think the plant turns back into a seed, causing the life cycle to repeat. A significant takeaway from this unit is that the mature plant produces fruit with seeds, which is why the life cycle starts again.

Unit 17:



Teacher Background Information Podcast

Kindergarten: Plants Have Parents?

Welcome to the teacher background podcast for Unit 17! You will learn what students are expected to know and understand as they explore how young plants resemble the parent plant.

Young learners are often surprised by the fact that plants have parents. The plants we see around us every day came from another plant. The other plant is its parent. Similar to humans, young plants look like their parents. While this can be a challenging topic, students are eager to learn about the connections between young plants and parent plants!

Prior to this unit, kindergarteners identified and recorded changes in a simple plant life cycle. The different stages in a plant's life cycle include the changes from seed to seedling, to plant, flower, and fruit. Plants begin their life cycles as seeds. Plants grow into seedlings and then into mature plants. Mature plants produce flowers, which can transform into fruit.

In this unit, students will identify ways that young plants resemble their parent plants. This means each young plant looks very similar to the mature, parent plant.

The leaves of a young plant will resemble the leaves of its parent. You can identify that both sets of leaves have a similar shape and color. If the parent plant's leaves are shaped like teardrops, then the young plant's leaves will also be shaped like teardrops. Now, let's imagine the leaves of the parent plant are dark green. What will the color of the young plant's leaves be? The leaves of the young plant will be dark green, too!

Also, a young plant's stem will resemble its parent's stem. You can identify that the stem has a similar shape. For instance, if the parent plant has a long, thin stem, then the young plant will also have a long, thin stem. Their stem color and texture will look alike, as well. If the parent plant's stem is dark green and fuzzy, then what will the young plant's stem be like? You've guessed it! Its stem will also be dark green and fuzzy.

A common misconception among students is that young plants don't have parent plants. Kindergarteners think a parent needs to take care of its young and help them live, much like human parents. Parent plants do not do that, which makes it difficult for students to understand that parent plants exist. This unit helps clarify this misconception because students will draw connections and identify ways that young plants resemble their parent plants.

Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated

Update to Content Not Reviewed by SRP

content.

This resource will be found online in the Teacher Resources of each unit. The exception is unit one in which there are four separate weeks, each containing their own resource. Proposed location by unit.

- 1,week1:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1579&week_id=16367
- 1,week2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1579&week_id=16406
- 1,week3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1579&week_id=16407
- 1,week4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1579&week_id=16368
- 2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1578
- 3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1581
- 4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1594
- 5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1641
- 6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1677
- 7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1678
- 8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1679
- 9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1680
- 10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1681
- 11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1682
- 12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1704
- 13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1705
- 14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1737
- 15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1733
- 16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1735
- 17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1736

Publisher's rationale for this change if different from overall rationale.

To provide an additional resource to support student learning. It is helpful for students to see a

Update to Content Not Reviewed by SRP

summary of what they have learned at the conclusion of the unit.

Publisher's description of this change if different from overall description.

We would like to add a Summary Video to every unit of instruction providing students with a summary of the science concepts learned in the unit. This is a student facing resource but under teacher control. The intent is for the teacher to assign this resource to students when they have concluded the activities of the unit. The purpose of this video is to help students see how all of the science concepts of the unit relate to the TEK, scientific and engineering practices and recurring themes and concepts. The objective is to reinforce student learning and strengthen the long-term durability of what they've learned.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

This is a video so the content is the media provided.

1,week1:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_YouCanBeAScientistYouCanBeAnEngineer_ENG_720.mp4

1,week2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_RecurringThemesAndConcepts_24-01-13_720.mp4

1,week3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_WhatDoScientistsDo_24-19-01_JS_720.mp4

1,week4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_WhatDoEngineersDo_360.mp4

2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-2_Summary_PropertiesMatter_360.mp4

3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-3_Summary_MiguelsTrainTrouble_360p.mp4

4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-4_Summary_ExploringNaturalBridgeCaverns_ENG_360.mp4

5:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-5_Summary_SaveThePuppetShow_ENG_360.mp4

6:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-6_Summary_ISpyInTheSky_ENG_360.mp4

7:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-7_Summary_LookUpAtTheSky_ENG_360.mp4

8:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-8_Summary_RockOn_ENG_360.mp4

9:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-9-Summary_ChangingWeather_ENG_360.mp4

10:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-10_Summary_AlekiWindySolution_ENG_360.mp4

11:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-11_Summary_RockWaterAndSoilExplorers_ENG_360.mp4

12:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-12_Summary_PlantNeeds_ENG_360.mp4

13:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-13_Summary_AnimalDiscovery_ENG_360.mp4

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14:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-14_Summary_WonderfulPlants_11-30-23_360.mp4

15:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-15_Summary_AmazingAnimals_ENG_360.mp4

16:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-16_Summary_WatchItGrow_ENG_360.mp4

17:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-17_Summary_PlantsHaveParents_ENG_360.mp4

Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.

This resource will be found online in unit 7, under teacher resources, Unit Printables.

https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1678

Publisher's rationale for this change if different from overall rationale.

Missing resource needed to complete the activity.

Publisher's description of this change if different from overall description.

This is a printable pdf of teacher instructions in order to create the sun, moon and earth model as used in Activity 4 of the unit.

Screenshot of Currently Adopted Content

N/A - new resource

Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content



Kindergarten: Look Up at the Sky

Sun, Moon, and Earth Model: Teacher Instruction Page			
Activity Duration	Activity Difficulty	Preparation Time	Preparation Effort
N/A	N/A	Low	Low

Materials:

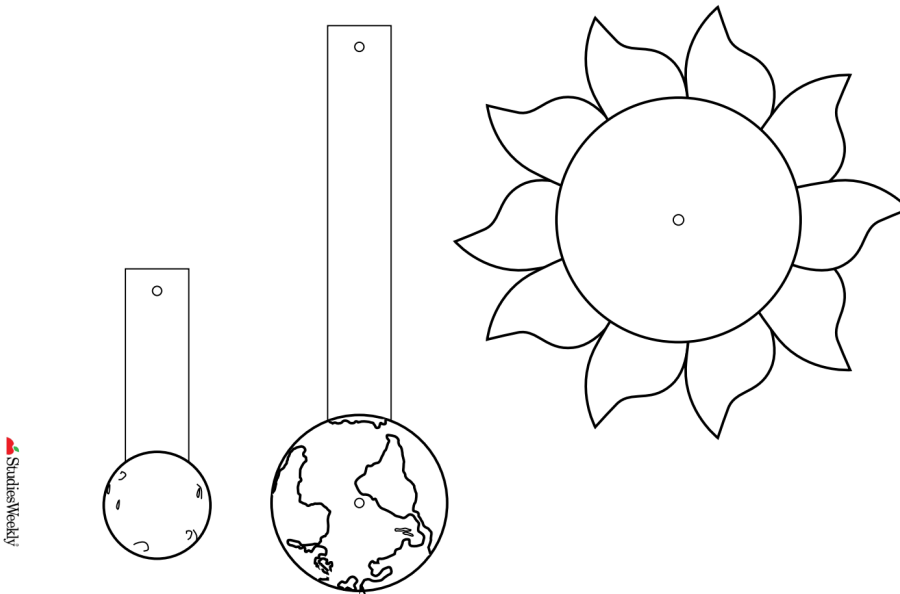
- sun, moon, and Earth model templates
- scissors
- brass fasteners (2)

Lesson Guide/Plan:

Header

1. Print and cut the sun, moon, and Earth model templates.
2. Connect the longer arm to the back of the sun and Earth, using two brass fasteners.
3. Connect the shorter arm to the back of the Earth and moon, using an additional brass fastener.

Sun, Moon, and Earth Model Template



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Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.

This resource will be found online in unit 11, under teacher resources, Unit Printables.

https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1682

Publisher's rationale for this change if different from overall rationale.

Missing resource needed to complete the activity.

Publisher's description of this change if different from overall description.

This printable resource is needed to complete Activity 4.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content



Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the currently adopted content.

This resource can be found online in Unit 16, Week 29, Activity 1, Teacher View.

https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/457/teacher-resources?unit_id=1735&week_id=16357&article_id=92421

Description of the specific location and hyperlink to the exact location of the proposed updated content.

Same as above

Publisher's rationale for this change if different from overall rationale.

Improvements in clarity and accuracy of teacher instructions.

Publisher's description of this change if different from overall description.

The updated teacher instructions to contain a more accurate description of the materials needed.

Replacing the Pre-Sprouting Peas and Lettuce Seeds: Teacher Instruction Page

Screenshot of Currently Adopted Content



Kindergarten: Watch It Grow

Pre-Sprouting Peas and Lettuce Seeds			
Activity Duration	Activity Difficulty	Preparation Time	Preparation Effort
15 minutes	Low	Low	Low

Materials:

- lettuce seeds; oakleaf or cress recommended (1 packet)
- paper towels (2)
- pea seeds (1 packet)
- permanent marker (1)
- resealable plastic bag, sandwich-size (1)

Lesson Guide

Note: Pre-sprouting your seeds will ensure students have seeds, seedlings, and a plant to observe. You can pre-sprout the seeds yourself or allow students to participate.

1. Write each student's name on a resealable plastic bag.
 - a. Recommended: Prepare a few additional pre-sprouting bags in case some seeds do not sprout.
2. Dip pea seeds in water to get them wet.
 - a. Recommended: one pea per student, plus 10 in case some do not sprout
 - b. This is not necessary for lettuce seeds.
3. Moisten one paper towel per each plastic bag.
4. Place one pea seed on one section of the moist paper towel and place a few lettuce seeds on a separate section.
5. Fold the towel up like a package.
6. Put the wrapped seeds inside the resealable bag.
7. Leave one corner of the bag slightly open to provide some air for the seeds.
8. Place the bags where they will receive direct sunlight. Wait for the seeds to sprout.

Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content



Kindergarten: Watch It Grow

Pre-Sprouting Peas and Lettuce Seeds			
Activity Duration	Activity Difficulty	Preparation Time	Preparation Effort
15 minutes	Low	Low	Low

Materials:

- lettuce seeds; oakleaf or cress recommended (1 packet)
- paper towels (one per student)
- pea seeds (1 packet)
- permanent marker (1)
- resealable plastic bag, sandwich-size (one per student)

Lesson Guide

Note: Pre-sprouting your seeds will ensure students have seeds, seedlings, and a plant to observe. You can pre-sprout the seeds yourself or allow students to participate.

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6. Put the wrapped seeds inside the resealable bag.
7. Leave one corner of the bag slightly open to provide some air for the seeds.
8. Place the bags where they will receive direct sunlight. Wait for the seeds to sprout.

Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.

This resource will be found online at Publication level for the grade.

Update to Content Not Reviewed by SRP

<https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/507/teacher-resources>

Publisher's rationale for this change if different from overall rationale.

Adding helpful resources for the teacher.

Publisher's description of this change if different from overall description.

These printables provide a summary of the materials needed for the hands-on activities, including those provided in the available materials kits.

The materials lists consist of:

1. A comprehensive materials list. This list identifies all the materials needed for the activities by unit including teacher supplied materials.
2. A kit materials list organized alphabetically. This list includes quantities, materials information and identified materials available in a refill kit.
3. A kit materials lists organized by unit. This list includes quantities, materials information and the associated activity.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

TEXAS SCIENCE **Materials List**

Texas Kindergarten Grade

(* indicates items supplied by the teacher and not included in the kit)

<p>Unit 1 Week 1</p>		<ul style="list-style-type: none"> • glue sticks* • mystery items* • paper cups • photos of students' faces* • resealable plastic bags, gallon • resealable plastic bags, quart
<p>Unit 1 Week 2</p>	<ul style="list-style-type: none"> • coloring supplies* • paintbrush* • pencil* • plastic cup 	<ul style="list-style-type: none"> • stacking math cubes*borax • brown paper bags • classroom blocks* • coloring supplies* • food coloring • fragrance/flavoring • glue, liquid* • tempera paint* • toy car • white paper*
<p>Unit 1 Week 3</p>	<ul style="list-style-type: none"> • air-dry clay • chip bags, small* • coloring supplies* 	<ul style="list-style-type: none"> • item with purpose* • stickers • tissue boxes, empty*
<p>Unit 1 Week 4</p>	<ul style="list-style-type: none"> • cardstock • coloring supplies* • masking tape 	<ul style="list-style-type: none"> • paper cups • pipe cleaners • toothbrushes
<p>Unit 2 Week 5-6</p>	<ul style="list-style-type: none"> • bubble wrap • colored attribute blocks* • coloring supplies* • construction paper* • corrugated paper squares • cotton balls • faux fur fabric squares • feathers • felt squares • foil muffin cups • glue, liquid* • glue sticks* • googly eyes • index card* • magazines or catalogs* • marbles 	<ul style="list-style-type: none"> • opaque fabric samples • paper clips, jumbo • plastic animal • plastic cups • ribbon samples • rocks* • scissors* • socks • sorting trays • straws • tissue boxes, empty* • tape • transparent tulle or lace • unsharpened pencils* • wax paper • yarn*

Update to Content Not Reviewed by SRP

Unit 3 Week 7-8	<ul style="list-style-type: none"> • aluminum tuning fork* • binder clips • bowls* • brass brads • circle magnets • coloring supplies* • crayons* • cups • dimes* • game chips • magnetic toy trains or alternative • magnets • masking tape 	<ul style="list-style-type: none"> • nails • nickels* • paper clips • pencils* • pink erasers* • push pins • quarters* • ring magnets • scissors* • seashells* • trays • wood chip bedding
Unit 4 Week 9-10	<ul style="list-style-type: none"> • backpacks, empty* • construction paper, black* • copy paper* • flashlights • glow-in-the-dark items • glue, liquid* • glue sticks* • opaque boxes* 	<ul style="list-style-type: none"> • packing tape • rocks* • scissors* • shoes* • tissue paper • water bottles* • window coverings*
Unit 5 Week 11-12	<ul style="list-style-type: none"> • 3D glasses • anti-UV car window film • assorted small toys* • classroom blocks* • clear plastic cups • coloring supplies* • construction paper, 12 x18 in* • craft sticks • doilies • felt squares • flash lights • googly eyes 	<ul style="list-style-type: none"> • mesh sieves or sifters • opaque plastic cups • paper plates • pipe cleaners • scissors* • sidewalk chalk* • sticky notes • tape • tissue paper • translucent plastic cups • wax paper* • yarn
Unit 6 Week 13	<ul style="list-style-type: none"> • black crayons* • black marker* • coloring supplies* • construction paper* • glue sticks* 	<ul style="list-style-type: none"> • scissors* • sticky notes • yellow crayons* • yellow marker*
Unit 7 Week 14	<ul style="list-style-type: none"> • aerosol hairspray* • air-dry clay (blue, green, white, and yellow) • construction paper, black* • canning jar, with lid • cups, 3 oz • dry sponge* • glue, liquid* • food coloring, blue • heat-safe glass container 	<ul style="list-style-type: none"> • hot plate • ice cubes* • index cards • pushpins • scissors* • single-hole punch* • small bowl* • sticky notes • water* • white crayons*

Update to Content Not Reviewed by SRP

<p style="text-align: center;">Unit 8 Week 15-16</p>	<ul style="list-style-type: none"> • acrylic paint* • coloring supplies* • hand lenses • googly eyes • paintbrushes* 	<ul style="list-style-type: none"> • plastic or paper bags • rock sample kit • rocks • sandpaper
<p style="text-align: center;">Unit 9 Week 17</p>	<ul style="list-style-type: none"> • coloring supplies* • demonstration thermometer 	<ul style="list-style-type: none"> • rain gauge
<p style="text-align: center;">Unit 10 Week 18-19</p>	<ul style="list-style-type: none"> • balloons • battery-operated fans • books* • cardstock • coloring supplies* • cotton balls • facial tissue* • glue sticks* • kazoo • masking tape • pinwheels • pushpins • resealable plastic bags, sandwich 	<ul style="list-style-type: none"> • ribbon • scissors* • single-hole punch* • small paper cups • small candy* • stackable math cubes* • straws • stopwatch • tape • windsocks • wooden pencils, sharpened* • wooden pencils, unsharpened* • yarn
<p style="text-align: center;">Unit 11 Week 20-21</p>	<ul style="list-style-type: none"> • classroom blocks* • clay soil • clear plastic cups, 9 oz • clear water bottle* • coloring supplies* • craft stick • dice • foil pie pan • glass jars • glue sticks* • hand lenses* • markers* • muffin tin • pebbles* 	<ul style="list-style-type: none"> • plastic cup, 16 oz • plastic cups, blue • plastic cups, red • potting soil • resealable plastic bags • rocks, small • sand • scissors* • sticky notes • tablecloth, plastic • tape • timothy hay • water*
<p style="text-align: center;">Unit 12 Week 22</p>	<ul style="list-style-type: none"> • clipboards* • coloring supplies* • cress seeds • glue sticks* • plant* 	<ul style="list-style-type: none"> • plant food • plastic cups • potting soil • scissors* • spray bottles
<p style="text-align: center;">Unit 13 Week 23-24</p>	<ul style="list-style-type: none"> • coloring supplies* • dice • glue sticks* • scissors* 	<ul style="list-style-type: none"> • snack* • toy hoops* • timer

Update to Content Not Reviewed by SRP

Unit 14 Week 25-26	<ul style="list-style-type: none"> • assorted flowers and fruits* • assorted leaves and stems* • building materials* • coloring supplies* 	<ul style="list-style-type: none"> • crayons (blue, green, red)* • plant with exposed roots* • sticky notes • white paper*
Unit 15 Week 27-28	<ul style="list-style-type: none"> • art supplies* • bingo chips • blindfold* • classroom technology* • colanders • coloring supplies* • construction paper, white* • copy paper* • masking tape • marbles • marker* • paper clips, jumbo 	<ul style="list-style-type: none"> • paper cups • pipe cleaners • plastic bottles* • plastic cups • resealable plastic bags, sandwich • scissors* • sharpened pencils* • socks • sound effects* • sticky note • tongs, various sizes
Unit 16 Week 29-30	<ul style="list-style-type: none"> • apples* • avocado* • clipboards* • coloring supplies* • cotton balls • glue sticks* • hand lenses • kiwis* • knife* • lettuce seeds 	<ul style="list-style-type: none"> • masking tape • paper plates • paper towels* • pea seeds • resealable plastic bags, sandwich • seedless watermelon slices* • snap peas* • strawberries* • sunflower seeds* • tomatoes*
Unit 17 Week 31-32	<ul style="list-style-type: none"> • clipboards* • coloring supplies* • construction paper, white* • glue sticks* • hand lenses 	<ul style="list-style-type: none"> • paintbrushes* • paint trays • scissors* • tape • tempera paint*

Update to Content Not Reviewed by SRP

Alphabetized Materials List

TEXAS SCIENCE **Alphabetized Texas Kit Materials List**
Kindergarten Grade

Material	Unit	Quantity Needed	Details	Available in Refill Kit
3D glasses	5	6	red/blue lenses, cardboard	
air dry clay	1.3	2	lbs, self-hardening white clay	x
balloons	10	25	9", assorted colors	
beaker	7	1	250mL, glass	
binder clips	3	1	12pk	
bingo chips	3	2	200pk	
borax	1.1	1	100 g	x
brass fastener	3	1	100pk	
brown paper bags	1.1, 8, 14	1	50pk	x
bubble wrap	2	1	12x12x5/16"	x
cardstock	1.4, 10	25	sheets of 8x11"	x
clay soil	11	1	lb, red clay	x
clay, modeling	7	4	lbs, 1lb of each color: blue, green, yellow, and white	x
colanders	15	3	plastic, 11-3/4"X10-7/8"X4-1/2"	
corrugated paper squares	2	1	12x16"	
cotton balls	2, 10, 12, 16	2	300pk	x
craft stick	5, 14	1	1000pk	x
craft stick, jumbo	11	1		x
craft straw	11	1	4 oz package, used in place of timothy hay	x

Update to Content Not Reviewed by SRP

dice	11, 13	6	8pk	
doilies	5	6	paper, white, 10"	
fan, battery-operated	10	5	fan, mini, handheld 4"	
fan, electric	10	1	3-speed, 8-9"	
faux fur fabric squares	2	2	9x9"	x
feathers	2	1	50pk, assorted colors	
felt squares	2, 5	3	10pk, red, 9x12"	x
flashlight	4, 5, 7	12	plastic, D-cell (batteries included)	
foil muffin cups	2	1	30pk	
foil pie pan	11	1	8.5"	
food coloring	1.1, 7	1	4pk	x
fragrance/ flavoring	1.1	1	2 fl. oz mint	x
glass jar, large	7	1	32 oz with lid	
glass jars, small	11	3	16 oz with lid	
glow sticks	4	3	4" glow stick	
googly eyes	2, 5, 8	2	100pk, adhesive backs	x
hand lenses	8, 11, 16, 17	4	6pk, dual lens - 3X/6X	
hot plate	7	1	single burner, 1000W	
kazoos	10	2	12pk, plastic 8"	x
lace	2	1	3"x6yd	x
lighting filter, gray	5	1	20"x24", used in place of anti-UV car window film	x
magnetic trains	3	2	4pk	
magnets	3	4	2pk, 3" bar magnets	

Update to Content Not Reviewed by SRP

magnets, circle	3	8	ceramic, plastic encased, approx 20MM	
magnets, ring	3	8	plastic, 30MM	
marbles	2, 15	1	50pk, assorted colors 5/8"	
masking tape	1.4, 3, 10, 15, 16	3	rolls, 1"x 60 yds	x
mesh sieves or sifters	5	6	plastic, 10"	
muffin tin	11	2	foil, 6 wells	
nails	3	6	1-1/2"	
opaque fabric samples	2	3	12x15" cotton cloth, blue	x
packing tape	4	1	roll, 2"x110yds	x
paper clips	3	1	100pk, standard #1	
paper clips, jumbo	2	1	100pk, jumbo	
paper cups	1.1, 1.4, 10, 14	100	paper, 8 oz	
paper plates	5, 16	1	100pk, 9"	x
pinwheels	10	6	4" pinwheel toy with 12" stick	
pipe cleaners	1.4, 3, 5, 14, 15	2	100pk, assorted colors 12"	x
plant food	12	1	8oz	
plastic animal	2, 5	1	12pk, plastic ocean animals, 2 - 3 1/2"	
plastic cups, blue	5, 11	10	16 oz	
plastic cups, clear	1.2, 2, 5, 11, 12, 15	2	50pk, clear, 9oz	x
plastic cups, large	11	12	clear, 16oz	x
plastic cups, red	5, 11	10	16 oz	
plastic cups, small	7, 15	24	clear, 3.5oz	x
plastic cups, translucent	5	12	translucent, 7oz	

Update to Content Not Reviewed by SRP

plastic table cloth	11	1	54x108"	
potting soil	11, 12	8	lbs	x
push pins	3, 7, 10	1	100pk	
rain gauge	9	1	w/ cm markings	
resealable plastic bags, gallon	1.1	6	gallon size	x
resealable plastic bags, quart	1.1	6	quart size	x
resealable plastic bags, sandwich	10, 11, 15, 16	2	50pk, sandwich size	x
ribbon	2	2	rolls, 3/4" x 28 ft	x
rock sample kit	8	1	set of 48 (8 types, 6 each)	
rocks	2, 3, 4, 8, 11	2	2 lbs, polished river rocks	
rubber bands	3	1	4 oz package, assorted sizes	x
sand	11	1	2.2lbs, fine sand	
sand paper	8	24	sheets, various grit numbers	
seashells	3	1	40pk, assorted	
seeds, lettuce	12, 16	2	packages	x
seeds, pea	16	1	package	x
sidewalk chalk	5	4	sets of 3	
socks	2, 15	6	athletic, adult size	
spray bottles	12	4	16oz, spray trigger	
stickers	1.3	1	package, dot label, 4 assorted colors	x
sticky notes	5, 6, 7, 11, 12, 14, 15	5	pads, 3x3, canary yellow	x
stopwatch	10, 13	1	digital	
straws	2, 10	1	250/box, unwrapped, clear	x
string	3, 14	1	spool, cotton, 420ft	x

Update to Content Not Reviewed by SRP

tape	2, 5, 10, 11, 17	10	rolls, transparent, 3/4" w/ dispenser	x
thermometer	9	1	indoor/outdoor	
tissue paper	4, 5	2	20pk, assorted colors	x
tongs	15	4	10"	
toothbrushes	1.4	12		
toy cars	1.2	1	non-pull, 3"	
trays	2, 3	6	plastic, 10x14"	
tweezer	15	1	6pk, plastic, 5"	
wax paper	2, 5	3	rolls, 50sqft	x
windsocks	10	6	22"	
wood chip bedding	3	2	6qt, wood chips, bark chips	
yarn	2, 5, 10	2	skeins, 60 yds, blue and yellow	x

Unit Materials List

This file is 6 pages so the link is provided.

<https://cdn.studiesweekly.com/online/resources/printables/14337/TX-00%20Texas%20Kit%20Materials%20Lists%20by%20UnitS.pdf>



Texas Kit Materials Lists by Unit Kindergarten Grade

Material	Unit	Activity	Quantity Needed	Details
borax	1.1	1	3 tea- spoons	1/2 teaspoon per group
paper cups		2	36	6 per group
fragrance/ flavoring			as needed	
food coloring			as needed	
brown paper bags			6	1 per group
plastic cup	1.2	2	1	
toy car		5	1	
air-dry clay	1.3	2	24 oz	1 oz per student
stickers		3	120	5 per student
cardstock	1.4	1, 3, 4	as needed	
toothbrush		2,3	24	1 per student
pipe cleaners			as needed	possible building materials to make toothbrush holder
paper cups			as needed	possible building materials to make toothbrush holder (provide 1 per student)
ribbon samples	2	4	3	
plastic animal			1	
paper clips, jumbo			12	1 per pair
opaque fabric samples			51	3 + 2 per student
marbles			3	5/8"
googly eyes			15	
foil muffin cups			24	1 per student
felt squares			6	

Description of the specific location and hyperlink to the exact location of the currently adopted

Update to Content Not Reviewed by SRP

content.

This resource is found online by selecting a grade, then in the Table of Contents, clicking on the blue Teacher icon to the right of the Unit and selecting Teacher Edition PDF.

Unit1 Week 1: https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

Unit 1 Week 2: https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

Unit 1 Week 3: https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf

Unit 1 Week 4: https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf

Unit2: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1956/Lesson%20Plan%20Unit%202.pdf

Unit3: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1970/Lesson%20Plan%20Unit%203.pdf

Unit4: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1954/Lesson%20Plan%20Unit%204.pdf

Unit5: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1967/Lesson%20Plan%20Unit%205.pdf

Unit6: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1968/Lesson%20Plan%20Unit%206.pdf

Unit7: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1963/Lesson%20Plan%20Unit%207.pdf

Unit8: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1962/Lesson%20Plan%20Unit%208.pdf

Unit9: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1964/Lesson%20Plan%20Unit%209.pdf

Unit10: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1965/Lesson%20Plan%20Unit%2010.pdf

Unit11: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1960/Lesson%20Plan%20Unit%2011.pdf

Unit12: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1966/Lesson%20Plan%20Unit%2012.pdf

Unit13: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1961/Lesson%20Plan%20Unit%2013.pdf

Unit14: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1957/Lesson%20Plan%20Unit%2014.pdf

Unit15: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1969/Lesson%20Plan%20Unit%2015.pdf

Unit16: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1958/Lesson%20Plan%20Unit%2016.pdf

Unit17: https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1959/Lesson%20Plan%20Unit%2017.pdf

Description of the specific location and hyperlink to the exact location of the proposed updated content.

Same as above

Update to Content Not Reviewed by SRP

Publisher’s rationale for this change if different from overall rationale.

When resources are approved, they need to be included in an updated Teacher Edition

Publisher’s description of this change if different from overall description.

Resources that are being requested for approval are now documented in the updated Teacher Editions. These include references to the Unit Summary and Overview Videos, Lesson Slides, and other printables that extend student learning. None of the new references in the Teacher Edition are for TEKS-bearing materials.

Screenshot of Currently Adopted Content

Unit 1 Week 1:

https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

YOU CAN BE A SCIENTIST! YOU CAN BE AN ENGINEER! WEEK 1

GENERAL

TEXAS SCIENCE

K Studies Weekly

KINDERGARTEN

Unit Objectives

Students will be able to describe what science and engineering are and how they can be a scientist and engineer by safely using tools, observing with their senses, adopting positive mindsets, and working together in a group.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer!		2 Hours Total 30 Minutes Total		
Day 1 30 min.	1. What Is a Scientist? What Is an Engineer?	30 minutes	Engage	1.7
Day 2 30 min.	2. Tools and Safety	30 minutes	Explore	1.10
Day 3 30 min.	3. Teamwork	30 minutes	Explore	1.13
Day 4 30 min.	4. Growth Mindset	30 minutes	Explore	1.15
Day 5 30 min.	5. Making Discoveries and Innovations	30 minutes	Explore	1.17

Update to Content Not Reviewed by SRP

Unit 1 Week 2:

https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

RECURRING THEMES AND CONCEPTS
WEEK 2

TEXAS SCIENCE

KINDERGARTEN

Unit Objectives

Students will be able to recognize the purpose of recurring themes and concepts and will be able to identify patterns, causes and effects, systems and system models, structures and functions, energy and matter, stability and change, and the scale, proportion, and quantity of objects.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		2 Hours 30 Minutes Total		
Day 1 30 min.	1. Through the Lens of Recurring Themes and Concepts	30 minutes	Engage	1.25
Day 2 30 min.	2. Cause and Effect and Systems and System Models	30 minutes	Explore	1.27
Day 3 30 min.	3. Structure and Function	30 minutes	Explore	1.29
Day 4 30 min.	4. Energy and Matter and Stability and Change	30 minutes	Explore	1.31
Day 5 30 min.	5. Scale, Proportion, and Quantity	30 minutes	Explore	1.34

Update to Content Not Reviewed by SRP

Unit 1 Week 3:

https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

WHAT DO SCIENTISTS DO? WEEK 3

GENERAL

TEXAS SCIENCE

K *Studies Weekly*
KINDERGARTEN

Unit Objectives


Students will be able to describe how scientists and engineers ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		2 Hours Total 30 Minutes Total		
Day 1 30 min.	1. Scientific and Engineering Practices	30 minutes	Engage	1.42
Day 2 30 min.	2. Plan and Conduct Investigations	30 minutes	Explore	1.44
Day 3 30 min.	3. Develop and Use Models	30 minutes	Explore	1.46
Day 4 30 min.	4. Collect and Analyze Data	30 minutes	Explore	1.48
Day 5 30 min.	5. Develop Explanations	30 minutes	Explain	1.50

Update to Content Not Reviewed by SRP

Unit 1 Week 4:

https://cdn.studiesweekly.com/online/lesson_plans/TX-00-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf




UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

WHAT DO ENGINEERS DO?

WEEK 4

GENERAL

TEXAS SCIENCE



KINDERGARTEN

Unit Objectives
<p>Students will be able to define a problem based on observations of an engineering scenario and ideate, test, and create a designed solution to the problem.</p>

Activity Summary		Lesson Time	5E	Page
Week 4: What Do Engineers Do?		2 Hours 30 Minutes Total		
Day 1 30 min.	1. The Engineering Design Process and Practices	30 minutes	Define	1.58
Day 2 30 min.	2. Ideate and Plan	30 minutes	Define and Develop Solutions	1.60
Day 3 30 min.	3. Create	30 minutes	Develop Solutions	1.62
Day 4 30 min.	4. Test and Improve	30 minutes	Optimize	1.63
Day 5 30 min.	5. Communicate	30 minutes	Optimize	1.65

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Unit2:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1956/Lesson%20Plan%20Unit%202.pdf

UNIT 2

PROPERTIES MATTER
WEEKS 5-6

TEXAS SCIENCE

K *Studies Weekly*
KINDERGARTEN

PHYSICAL

Science Standard K.6	Identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects.
Phenomenon	Gina and her classmates in Mrs. Garcia's class need to clean up their messy classroom.

Unit Objectives





Students will be able to gather evidence based on observations in order to describe, identify, classify, and record observable patterns of materials based on physical properties.

SEP	RTC
<p style="text-align: center; font-weight: bold; margin: 0;">K.1E: Collect Evidence</p> <p style="margin: 0;">Collect observations and measurements as evidence.</p>	<p style="text-align: center; font-weight: bold; margin: 0;">K.5A: Patterns</p> <p style="margin: 0;">Identify and use patterns to describe phenomena or design solutions.</p>

Update to Content Not Reviewed by SRP

Unit3:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1970/Lesson%20Plan%20Unit%203.pdf

 UNIT 3  ENGINEERING DESIGN: MIGUEL'S TRAIN TROUBLE WEEKS 7-8	
 TEXAS SCIENCE  Studies Weekly KINDERGARTEN	
Science Standard K.7	Describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull.
Engineering Design Scenario	One of Miguel's favorite places in his kindergarten classroom is the train table. Whenever Miguel and Claire have free-choice time, they play trains. They enjoy connecting the trains and coming up with new ways to build fun tracks. One day, Miguel goes to recess with his favorite train in his pocket. However, the train falls out of his pocket and gets buried by the materials on the playground. How can he solve his problem using magnets?
Unit Objectives	
Students will be able to investigate, describe, and predict the causes and effects of magnet interactions, as well as use engineering practices to design magnet-based solutions to problems.	
SEP	RTC
K.1B: Design Solutions Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	K.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

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Unit4:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1954/Lesson%20Plan%20Unit%204.pdf

UNIT 4	
EXPLORING NATURAL BRIDGE CAVERNS	WEEKS 9-10
PHYSICAL	
TEXAS SCIENCE	K Studies Weekly
KINDERGARTEN	

Science Standard K.8A	Communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects.
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Phenomenon	Steven explores Natural Bridge Caverns in San Antonio with his friends. Sometimes he can see his surroundings, and sometimes he cannot.
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Unit Objectives	
Students will be able to communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects.	
SEP	RTC
K3B: Communicate Explanations Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	K.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit5:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1967/Lesson%20Plan%20Unit%205.pdf



UNIT 5

ENGINEERING DESIGN: SAVE THE PUPPET SHOW

WEEKS 11-12

PHYSICAL

TEXAS SCIENCE



KINDERGARTEN

<p style="margin: 0;">Science Standard K.8B</p>	<p style="margin: 0;">Demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows.</p>
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<p style="margin: 0;">Engineering Design Scenario</p>	<p style="margin: 0;">Natalia, Jackson, Gina, and Alana go to school in Austin, Texas. They are excited to put on a puppet show for their class. They make puppets out of different materials for their puppet show. Mrs. Garcia notices some of the puppets can't be seen by the audience. How can they design a solution to make sure all the puppets are visible on stage?</p>
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Unit Objectives	
<p style="margin: 0;">Students will be able to investigate light and explain and demonstrate light's effects on various materials.</p>	
SEP	RTC
<p style="margin: 0;">K.1B: Plan and Conduct Investigations Use engineering practices to design solutions to problems.</p>	<p style="margin: 0;">K.5B: Cause and Effect Investigate cause-and-effect relationships in science.</p>

Update to Content Not Reviewed by SRP

Unit6:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1968/Lesson%20Plan%20Unit%206.pdf

I SPY IN THE SKY

UNIT 6

WEEK 13

EARTH & SPACE

TEXAS
SCIENCE



KINDERGARTEN

Science Standard K.9A	Identify, describe, and predict the patterns of day and night and their observable characteristics.
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Phenomenon	While up in space, astronaut Mae Jemison notices that she can see the differences between day and night on planet Earth. Gina looks out her window at the Houston skyline and also notices differences between day and night.
-------------------	--

Unit Objectives	
Students will be able to identify, describe and predict patterns of day and night as they make observations of the sky.	
SEP	RTC
K.2B: Analyze Data Analyze data by identifying significant features and patterns.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit7:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1963/Lesson%20Plan%20Unit%207.pdf

UNIT 7	
LOOK UP AT THE SKY	
WEEK 14	
TEXAS SCIENCE	
EARTH & SPACE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.9B	Observe, describe, and illustrate the sun, moon, stars, and objects in the sky such as clouds.
Phenomenon	Gina went on a field trip to Paint Rock, Texas, and noticed ancient paintings of the sun and stars on a flat rock.
Unit Objectives	
Students will be able to collect data based on the various changes they observe in the day and night sky.	
SEP	RTC
K.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit8:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1962/Lesson%20Plan%20Unit%208.pdf

UNIT 8
ROCK ON! WEEKS 15-16
TEXAS
SCIENCE K StudiesWeekly
EARTH & SPACE
KINDERGARTEN

Science Standard K.10A	Describe and classify rocks by the observable properties of size, shape, color, and texture.
Phenomenon	Cameron wants to find a piece of topaz on his rock collecting trip, because blue topaz is the Texas state gem. After his trip, Cameron has a big bag of rocks and is not sure how to tell if he has a piece of topaz. He needs help to organize his collection.
Alternative Phenomenon	Students can go rock collecting on their own or with the class to make their own rock collections. This would be a great field trip opportunity. The activities can be done with students' rocks from your community rather than those suggested.



Unit Objectives

Students will be able to compare, classify, and describe rocks by their observable properties of size, shape, color, and texture.	
SEP	RTC
K.2C: Use Mathematics Use mathematical concepts to compare two objects with common attributes.	K.5E: Energy and Matter Identify forms of energy and properties of matter.

Update to Content Not Reviewed by SRP

Unit9:


https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1964/Lesson%20Plan%20Unit%209.pdf

UNIT 9	
CHANGING WEATHER	
WEEK 17	
EARTH & SPACE	
 	
KINDERGARTEN	
Science Standard K.10B	Observe and describe weather changes from day to day and over seasons.
Phenomenon	Jackson visits Big Bend National Park in July and wears short sleeves. When he visits the same place in December, he is surprised that he has to wear a heavy coat.
Unit Objective	
Students will be able to observe and describe weather changes from day to day and over seasons.	
SEP	RTC
K.2B: Analyze Data Analyze data by identifying significant features and patterns.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit10:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1965/Lesson%20Plan%20Unit%2010.pdf

UNIT 10	
	ENGINEERING DESIGN: ALEKI'S WINDY SOLUTION
WEEKS 18-19	
TEXAS SCIENCE	
EARTH & SPACE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.10C	Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.
Engineering Design Scenario	On his way to visit his cousin in Dallas, Aleki passes by the Roscoe Wind Farm. He notices the wind turbines are moving very fast. When he passes the wind farm again on his way back home, Aleki notices the turbines are moving very slowly, and some are not moving at all. Aleki wants to be ready for windy days, so he's building a tool that will let him know if it's windy without requiring him to go outside.
Unit Objectives	
Students will be able to identify evidence of the presence of air, demonstrate the causes and effects of wind, and use engineering practices to solve a problem.	
SEP	RTC
K.1B: Plan and Conduct Investigations and Design Solutions Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit11:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1960/Lesson%20Plan%20Unit%202011.pdf

<div style="display: inline-block; background-color: #92d050; padding: 2px 5px; border-radius: 5px;">UNIT 11</div>	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #4a90e2; color: white; padding: 5px 10px; border-radius: 5px;">ROCK, WATER, AND SOIL EXPLORERS</div> <div style="background-color: #4a90e2; color: white; padding: 5px 10px; border-radius: 5px;">WEEKS 20-21</div> </div>	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold; color: #4a90e2;">TEXAS SCIENCE</div> <div style="text-align: right;"> <div style="background-color: #92d050; padding: 2px 5px; border-radius: 5px;">EARTH & SPACE</div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #92d050; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">K</div> <div style="font-size: 1.2em; font-weight: bold; color: #4a90e2;">Studies Weekly</div> </div> <div style="background-color: #4a90e2; color: white; padding: 2px 5px; border-radius: 5px;">KINDERGARTEN</div> </div> </div>	
Science Standard K.11	Observe and generate examples of practical uses for rocks, soil, and water.
Phenomenon	Jackson travels to Fort Worth, Texas, and one of his favorite things to do is visit the Fort Worth Botanical Gardens with his family. Jackson notices walls, paths, and waterfalls built from various shaped rocks and stones throughout the Botanical Garden.
Unit Objectives	
Students will be able to collect observations of the structure and function of materials to generate examples of practical uses for rocks, soil, and water.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.5F: Structure and Function Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit12:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1966/Lesson%20Plan%20Unit%202012.pdf

UNIT 12	
PLANT NEEDS	
WEEK 22	
LIFE	
TEXAS SCIENCE	
K <i>Studies Weekly</i>	
KINDERGARTEN	
Science Standard K.12A	Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.
Phenomenon	Aleki and Claire visit the Dallas Arboretum and Botanical Garden and wonder about the many different things that surround the plants in their environment.
Unit Objectives	
The student will be able to observe and identify plants' dependence on air, sunlight, water, nutrients in the soil, and space to grow.	
SEP	RTC
K.3A Develop Explanations Develop explanations supported by data and models.	K.5D Systems and System Models Examine the parts of a whole to define or model a system.

Update to Content Not Reviewed by SRP

Unit13:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1961/Lesson%20Plan%20Unit%202013.pdf

UNIT 13
ANIMAL DISCOVERY **WEEKS 23-24**

TEXAS SCIENCE **LIFE**
K Studies Weekly
KINDERGARTEN

Science Standard K.12B	Observe and identify the dependence of animals on air, water, food, space, and shelter.
Phenomenon	The state insect of Texas is the monarch butterfly. Aleki learns there are far fewer monarch butterflies in Texas than there used to be.
Unit Objectives	
Students will be able to collect observations and identify the patterns of animals and their dependence on air, water, food, space, and shelter.	
SEP	RTC
K.1.E: Collect Evidence Collect observations and measurements as evidence.	K5.A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit14:


https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1957/Lesson%20Plan%20Unit%202014.pdf

UNIT 14	
WONDERFUL PLANTS	
WEEKS 25-26	
LIFE	
TEXAS SCIENCE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.13A	Identify the structures of plants, including roots, stems, leaves, flowers, and fruits.
Phenomenon	Claire, Natalia, and Steven are eating lunch. Claire shares that she is eating prickly pear cactus tacos. Natalia and Steven think about what they see Claire eating.
Unit Objectives	
Students will be able to analyze data to identify the structures of plants, including roots, stems, leaves, flowers, and fruits.	
SEP	RTC
K.2B: Analyze Data	K.5F: Structure and Function
Analyze data by identifying significant features and patterns.	Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit15:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1969/Lesson%20Plan%20Unit%2015.pdf



UNIT 15
AMAZING ANIMALS **WEEKS 27-28**
LIFE
TEXAS SCIENCE **K** *Studies Weekly*
KINDERGARTEN

Science Standard K.13B	Identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects.
Phenomenon	Gina notices the nine-banded armadillo has a big pond in its zoo habitat.
Unit Objectives	
Students will be able to use evidence they have gathered to identify different structures that allow animals to interact with and function in their environments.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.2F: Structure and Function Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit16:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1958/Lesson%20Plan%20Unit%2016.pdf

WATCH IT GROW

UNIT 16

WEEKS 29-30

LIFE

TEXAS
SCIENCE



KINDERGARTEN

Science Standard K.13C	Identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.
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Phenomenon	Miguel visits Love Creek Orchard in Medina, Texas, with his family. His family buys some apples and sits down to eat them for a snack. As they cut the apples up to share, Miguel notices there are small, round, brown objects in the center of all the apples.
-------------------	--

Unit Objectives	
Students will be able to identify the changes or stages in a plant's life cycle and use models to represent and record the changes they observe.	
SEP	RTC
K1.G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	K.5 G: Stability and Change Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Update to Content Not Reviewed by SRP

Unit17:

https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1959/Lesson%20Plan%20Unit%202017.pdf

PLANTS HAVE PARENTS?

UNIT 17

WEEKS 31-32

TEXAS SCIENCE

LIFE

KINDERGARTEN

Science Standard K.13D	Identify ways that young plants resemble the parent plant.
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Phenomenon	While Cameron and Aleki are visiting the Piney Woods, they start off on a hike. They take a break to rest and notice that some of the trees provide plenty of shade, but others don't.
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Unit Objectives

Students will be able to collect evidence to identify patterns in the ways that young plants resemble the parent plant.

SEP	RTC
<p style="text-align: center; margin: 0;">K.1E: Collect Evidence</p> <p style="margin: 0;">Collect observations and measurements as evidence.</p>	<p style="text-align: center; margin: 0;">K.5A: Patterns</p> <p style="margin: 0;">Identify and use patterns to describe phenomena or design solutions.</p>

Screenshot of Proposed Updated Content

As this is a replacement of the entire Teacher Edition and it is generally well over 5 pages per document, links to the updated Teacher Editions are provided here:

Update to Content Not Reviewed by SRP

Unit 1 Week 1:

https://drive.google.com/file/d/1EqbjGK-RTTbUpMZMI70JMBYbS6pcNuZC/view?usp=drive_link

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

YOU CAN BE A SCIENTIST! YOU CAN BE AN ENGINEER! WEEK 1

GENERAL

TEXAS SCIENCE

K *Studies Weekly*
KINDERGARTEN

Unit Objectives

Students will be able to describe what science and engineering are and how they can be a scientist and engineer by safely using tools, observing with their senses, adopting positive mindsets, and working together in a group.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer		2 Hours Total 30 Minutes Total		
Day 1 30 min.	1. What Is a Scientist? What Is an Engineer?	30 minutes	Engage	1.9
Day 2 30 min.	2. Tools and Safety	30 minutes	Explore	1.12
Day 3 30 min.	3. Teamwork	30 minutes	Explore	1.15
Day 4 30 min.	4. Growth Mindset	30 minutes	Explore	1.17
Day 5 30 min.	5. Making Discoveries and Innovations	30 minutes	Explore	1.20

Update to Content Not Reviewed by SRP

Unit 1 Week2:

https://drive.google.com/file/d/1_DczqaoaKEOSJjA1-JwBZr7EsxEzycS/view?usp=drive_link

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

RECURRING THEMES AND CONCEPTS

WEEK 2

TEXAS
SCIENCE

GENERAL

K

Studies Weekly

KINDERGARTEN

Unit Objectives

Students will be able to recognize the purpose of recurring themes and concepts and will be able to identify patterns, causes and effects, systems and system models, structures and functions, energy and matter, stability and change, and the scale, proportion, and quantity of objects.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		2 Hours 30 Minutes Total		
Day 1 30 min.	1. Through the Lens of Recurring Themes and Concepts	30 minutes	Engage	1.26
Day 2 30 min.	2. Cause and Effect and Systems and System Models	30 minutes	Explore	1.28
Day 3 30 min.	3. Structure and Function	30 minutes	Explore	1.30
Day 4 30 min.	4. Energy and Matter and Stability and Change	30 minutes	Explore	1.32
Day 5 30 min.	5. Scale, Proportion, and Quantity	30 minutes	Explore	1.35

Update to Content Not Reviewed by SRP


Unit 1 Week3:

https://drive.google.com/file/d/1hctEDAwYtoO9Geo1FyaMVo4WbY_ruH-b/view?usp=drive_link

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

WHAT DO SCIENTISTS DO?
WEEK 3

TEXAS
SCIENCE

GENERAL

KINDERGARTEN

Unit Objectives


Students will be able to describe how scientists and engineers ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		2 Hours Total 30 Minutes Total		
Day 1 30 min.	1. Scientific and Engineering Practices	30 minutes	Engage	1.43
Day 2 30 min.	2. Plan and Conduct Investigations	30 minutes	Explore	1.45
Day 3 30 min.	3. Develop and Use Models	30 minutes	Explore	1.47
Day 4 30 min.	4. Collect and Analyze Data	30 minutes	Explore	1.49
Day 5 30 min.	5. Develop Explanations	30 minutes	Explain	1.51

Update to Content Not Reviewed by SRP

Unit 1 Week4:

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UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

WEEK 4

WHAT DO ENGINEERS DO?

TEXAS
SCIENCE

GENERAL

K

Studies Weekly

KINDERGARTEN

Unit Objectives



Students will be able to define a problem based on observations of an engineering scenario and ideate, test, and create a designed solution to the problem.

Activity Summary		Lesson Time	5E	Page
Week 4: What Do Engineers Do?		2 Hours 30 Minutes Total		
Day 1 30 min.	1. The Engineering Design Process and Practices	30 minutes	Define	1.60
Day 2 30 min.	2. Ideate and Plan	30 minutes	Define and Develop Solutions	1.62
Day 3 30 min.	3. Create	30 minutes	Develop Solutions	1.64
Day 4 30 min.	4. Test and Improve	30 minutes	Optimize	1.65
Day 5 30 min.	5. Communicate	30 minutes	Optimize	1.67

Update to Content Not Reviewed by SRP

Unit2:

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UNIT 2	
PROPERTIES MATTER	
WEEKS 5-6	
PHYSICAL	
 	
KINDERGARTEN	

Science Standard K.6	Identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects.
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Phenomenon	Gina and her classmates in Mrs. Garcia's class need to clean up their messy classroom.
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Unit Objectives	
Students will be able to gather evidence based on observations in order to describe, identify, classify, and record observable patterns of materials based on physical properties.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit3:



https://drive.google.com/file/d/1VdxcgLGCgJ465gnhTTUs7TS_zoRaqGzV/view?usp=drive_link

 UNIT 3	
 ENGINEERING DESIGN: MIGUEL'S TRAIN TROUBLE	
WEEKS 7-8	
	
PHYSICAL	
	
KINDERGARTEN	
Science Standard K.7	Describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull.
Engineering Design Scenario	One of Miguel's favorite places in his kindergarten classroom is the train table. Whenever Miguel and Claire have free-choice time, they play trains. They enjoy connecting the trains and coming up with new ways to build fun tracks. One day, Miguel goes to recess with his favorite train in his pocket. However, the train falls out of his pocket and gets buried by the materials on the playground. How can he solve his problem using magnets?
Unit Objectives	
Students will be able to investigate, describe, and predict the causes and effects of magnet interactions, as well as use engineering practices to design magnet-based solutions to problems.	
SEP	RTC
K.1B: Design Solutions Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	K.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit4:

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UNIT 4	
EXPLORING NATURAL BRIDGE CAVERNS	
WEEKS 9-10	
 	
PHYSICAL	
KINDERGARTEN	
Science Standard K.8A	Communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects.
Phenomenon	Steven explores Natural Bridge Caverns in San Antonio with his friends. Sometimes he can see his surroundings, and sometimes he cannot.
Unit Objectives	
<p>Students will be able to communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects.</p>	
SEP	RTC
K3B: Communicate Explanations Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	K.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit5:

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<div style="border: 1px solid purple; border-radius: 10px; padding: 2px 10px; display: inline-block;">UNIT 5</div>	
ENGINEERING DESIGN: SAVE THE PUPPET SHOW WEEKS 11-12	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 4em; font-weight: bold; color: #90EE90; text-shadow: 2px 2px #000;"> TEXAS SCIENCE </div> <div style="text-align: right;"> <p style="font-weight: bold; margin-top: 5px;">KINDERGARTEN</p> </div> </div>	
<p style="font-weight: bold; margin: 0;">Science Standard K.8B</p>	<p>Demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows.</p>
<p style="font-weight: bold; margin: 0;">Engineering Design Scenario</p>	<p>Natalia, Jackson, Gina, and Alana go to school in Austin, Texas. They are excited to put on a puppet show for their class. They make puppets out of different materials for their puppet show. Mrs. Garcia notices some of the puppets can't be seen by the audience. How can they design a solution to make sure all the puppets are visible on stage?</p>
<p style="font-weight: bold; margin: 0;">Unit Objectives</p>	
<p style="font-weight: bold; margin: 0;">Students will be able to investigate light and explain and demonstrate light's effects on various materials.</p>	
<p style="font-weight: bold; margin: 0;">SEP</p>	<p style="font-weight: bold; margin: 0;">RTC</p>
<p style="font-weight: bold; margin: 0;">K.1B: Plan and Conduct Investigations</p> <p>Use engineering practices to design solutions to problems.</p>	<p style="font-weight: bold; margin: 0;">K.5B: Cause and Effect</p> <p>Investigate cause-and-effect relationships in science.</p>

Update to Content Not Reviewed by SRP

Unit6:

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I SPY IN THE SKY

UNIT 6

WEEK 13

EARTH & SPACE

TEXAS
SCIENCE



KINDERGARTEN

Science Standard K.9A	Identify, describe, and predict the patterns of day and night and their observable characteristics.
Phenomenon	While up in space, astronaut Mae Jemison notices that she can see the differences between day and night on planet Earth. Gina looks out her window at the Houston skyline and also notices differences between day and night.

Unit Objectives

Students will be able to identify, describe and predict patterns of day and night as they make observations of the sky.

SEP	RTC
K.2B: Analyze Data Analyze data by identifying significant features and patterns.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit7:

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The graphic features a purple header with a yellow box containing "UNIT 7" and a blue box containing "LOOK UP AT THE SKY". To the right, a white box contains "WEEK 14". Below this, a purple box contains "EARTH & SPACE". The main title "TEXAS SCIENCE" is in large blue letters, with "K Studies Weekly" in a stylized font to the right. Below the title, a blue box contains "KINDERGARTEN".

Science Standard K.9B	Observe, describe, and illustrate the sun, moon, stars, and objects in the sky such as clouds.
Phenomenon	Gina went on a field trip to Paint Rock, Texas, and noticed ancient paintings of the sun and stars on a flat rock.
Unit Objectives	
Students will be able to collect data based on the various changes they observe in the day and night sky.	
SEP	RTC
K.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit8:

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ROCK ON!

UNIT 8

TEXAS
SCIENCE

EARTH & SPACE

K

Studies Weekly

KINDERGARTEN

Science Standard K.10A	Describe and classify rocks by the observable properties of size, shape, color, and texture.
Phenomenon	Cameron wants to find a piece of topaz on his rock collecting trip, because blue topaz is the Texas state gem. After his trip, Cameron has a big bag of rocks and is not sure how to tell if he has a piece of topaz. He needs help to organize his collection.
Alternative Phenomenon	Students can go rock collecting on their own or with the class to make their own rock collections. This would be a great field trip opportunity. The activities can be done with students' rocks from your community rather than those suggested.

Unit Objectives



Students will be able to compare, classify, and describe rocks by their observable properties of size, shape, color, and texture.

SEP	RTC
<p style="text-align: center;">K.2C: Use Mathematics</p> <p>Use mathematical concepts to compare two objects with common attributes.</p>	<p style="text-align: center;">K.5E: Energy and Matter</p> <p>Identify forms of energy and properties of matter.</p>

Update to Content Not Reviewed by SRP

Unit9:

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UNIT 9	
CHANGING WEATHER	
WEEK 17	
EARTH & SPACE	
 	
KINDERGARTEN	
Science Standard K.10B	Observe and describe weather changes from day to day and over seasons.
Phenomenon	Jackson visits Big Bend National Park in July and wears short sleeves. When he visits the same place in December, he is surprised that he has to wear a heavy coat.
Unit Objective	
Students will be able to observe and describe weather changes from day to day and over seasons.	
SEP	RTC
K.2B: Analyze Data Analyze data by identifying significant features and patterns.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit10:

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UNIT 10

ENGINEERING DESIGN: ALEKI'S WINDY SOLUTION

WEEKS 18-19

EARTH & SPACE

TEXAS

SCIENCE

K

Studies Weekly

KINDERGARTEN

<p style="margin: 0;">Science Standard K.10C</p>	<p>Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.</p>
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<p style="margin: 0;">Engineering Design Scenario</p>	<p>On his way to visit his cousin in Dallas, Aleki passes by the Roscoe Wind Farm. He notices the wind turbines are moving very fast. When he passes the wind farm again on his way back home, Aleki notices the turbines are moving very slowly, and some are not moving at all. Aleki wants to be ready for windy days, so he's building a tool that will let him know if it's windy without requiring him to go outside.</p>
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Unit Objectives

Students will be able to identify evidence of the presence of air, demonstrate the causes and effects of wind, and use engineering practices to solve a problem.

SEP	RTC
<p style="margin: 0;">K.1B: Plan and Conduct Investigations and Design Solutions</p> <p>Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.</p>	<p style="margin: 0;">K.5A: Patterns</p> <p>Identify and use patterns to describe phenomena or design solutions.</p>

Update to Content Not Reviewed by SRP

Unit11:

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UNIT 11	
ROCK, WATER, AND SOIL EXPLORERS	
WEEKS 20-21	
EARTH & SPACE	
K Studies Weekly KINDERGARTEN	
Science Standard K.11	Observe and generate examples of practical uses for rocks, soil, and water.
Phenomenon	Jackson travels to Fort Worth, Texas, and one of his favorite things to do is visit the Fort Worth Botanical Gardens with his family. Jackson notices walls, paths, and waterfalls built from various shaped rocks and stones throughout the Botanical Garden.
Unit Objectives	
Students will be able to collect observations of the structure and function of materials to generate examples of practical uses for rocks, soil, and water.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.5F: Structure and Function Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit12:

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PLANT NEEDS

UNIT 12

WEEK 22

TEXAS
SCIENCE

LIFE

K

Studies Weekly

KINDERGARTEN

Science Standard K.12A	Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.
Phenomenon	Aleki and Claire visit the Dallas Arboretum and Botanical Garden and wonder about the many different things that surround the plants in their environment.

Unit Objectives

The student will be able to observe and identify plants' dependence on air, sunlight, water, nutrients in the soil, and space to grow.

SEP	RTC
K.3A Develop Explanations Develop explanations supported by data and models.	K.5D Systems and System Models Examine the parts of a whole to define or model a system.

Update to Content Not Reviewed by SRP

Unit13:

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UNIT 13	
ANIMAL DISCOVERY	
WEEKS 23-24	
LIFE	
TEXAS SCIENCE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.12B	Observe and identify the dependence of animals on air, water, food, space, and shelter.
Phenomenon	The state insect of Texas is the monarch butterfly. Aleki learns there are far fewer monarch butterflies in Texas than there used to be.
Unit Objectives	
Students will be able to collect observations and identify the patterns of animals and their dependence on air, water, food, space, and shelter.	
SEP	RTC
K.1.E: Collect Evidence Collect observations and measurements as evidence.	K5.A: Patterns Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit14:

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UNIT 14	
WONDERFUL PLANTS	
WEEKS 25-26	
LIFE	
TEXAS SCIENCE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.13A	Identify the structures of plants, including roots, stems, leaves, flowers, and fruits.
Phenomenon	Claire, Natalia, and Steven are eating lunch. Claire shares that she is eating prickly pear cactus tacos. Natalia and Steven think about what they see Claire eating.
Unit Objectives	
Students will be able to analyze data to identify the structures of plants, including roots, stems, leaves, flowers, and fruits.	
SEP	RTC
K.2B: Analyze Data Analyze data by identifying significant features and patterns.	K.5F: Structure and Function Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit15:

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<div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">UNIT 15</div>	
<div style="background-color: #f4a460; padding: 5px; border-radius: 10px; display: inline-block; font-weight: bold;">AMAZING ANIMALS</div>	
<div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block; font-weight: bold;">WEEKS 27-28</div>	
<div style="background-color: #d9ead3; padding: 5px; border-radius: 10px; display: inline-block; font-weight: bold;">LIFE</div>	
<div style="background-color: #f4a460; padding: 2px 10px; border-radius: 10px; display: inline-block; font-weight: bold;">KINDERGARTEN</div>	
Science Standard K.13B	Identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects.
Phenomenon	Gina notices the nine-banded armadillo has a big pond in its zoo habitat.
Unit Objectives	
Students will be able to use evidence they have gathered to identify different structures that allow animals to interact with and function in their environments.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.2F: Structure and Function Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit16:

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UNIT 16	
WATCH IT GROW	
WEEKS 29-30	
TEXAS SCIENCE	
LIFE	
K Studies Weekly	
KINDERGARTEN	
Science Standard K.13C	Identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.
Phenomenon	Miguel visits Love Creek Orchard in Medina, Texas, with his family. His family buys some apples and sits down to eat them for a snack. As they cut the apples up to share, Miguel notices there are small, round, brown objects in the center of all the apples.
Unit Objectives	
Students will be able to identify the changes or stages in a plant's life cycle and use models to represent and record the changes they observe.	
SEP	RTC
K1.G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	K.5 G: Stability and Change Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Update to Content Not Reviewed by SRP

Unit17:

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UNIT 17
PLANTS HAVE PARENTS? **WEEKS 31-32**
LIFE
TEXAS SCIENCE **K Studies Weekly**
KINDERGARTEN

Science Standard K.13D	Identify ways that young plants resemble the parent plant.
Phenomenon	While Cameron and Aleki are visiting the Piney Woods, they start off on a hike. They take a break to rest and notice that some of the trees provide plenty of shade, but others don't.
Unit Objectives	
Students will be able to collect evidence to identify patterns in the ways that young plants resemble the parent plant.	
SEP	RTC
K.1E: Collect Evidence Collect observations and measurements as evidence.	K.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

X Clayton Chamberlain

Date Submitted: March 11, 2024